

Eastern Mennonite University
Graduate Program in Conflict Transformation

PEACEBUILDING IN TRAUMATIZED SOCIETIES

PAX 670

Fall 2010

Instructor

Hours: Posted on Office Door

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Course Description

The course will examine the important relationship between trauma recovery, justice, religion, human security and development as well as other elements of the psychosocial and peacebuilding processes. The focus will be on communities and societies after large-scale violence and war. It will explore what trauma and trauma recovery are and what it takes to bring healing in situations of collective trauma (and the individuals within this collective), and who is responsible to do this work. In the context of trauma and recovery, identity threat will be addressed as an essential factor in understanding the use of force against others and how identity needs can be met to bring about constructive coexistence in post-violent or war situations. Justice will be examined through the lenses of transitional, restorative, and distributive justice and how these approaches help break the cycle of violence and are important factors in preventing future conflicts. The cultural, political, economic, social and socio-religious elements of peacebuilding will be examined in order to understand the complexities and possibilities of the strategies and practices for building peace with justice. Through various research methods, case studies, personal narratives and group work, participants will begin to integrate the analytical and practical course information and see how it might be applied to their own complex post-conflict situations.

Course Objectives

This course is intended to provide a theoretical and practical understanding of the following:

1. The interaction between trauma recovery, justice, religion, development and security and other elements of the psychosocial and peacebuilding processes in post-war and other situations of large-scale violence.
2. What the literature in the field says about these interactions.
3. Principles and practices of this interaction through case studies
4. How to realistically begin to apply an understanding of this interaction to real world contexts—specifically in the participant's own setting.

Books and Articles

1. *After Mass Crime: Rebuilding States and Communities*, Beatrice Poulingy. United Nations University Press, 2007 (EMU Bookstore).
2. *Transforming Societies After Political Violence*, Brandon Hamber. Springer, 2009.
3. *Peacebuilding in Traumatized Societies*, Barry Hart (ed). University Press of America, 2008. (EMU Bookstore)
4. *Blind Trust: Large Groups and Their Leaders in Times of Crisis and Terror*, Volkan, V., Pitchstone, 2004. (Articles posted on Blackboard)
5. "Trauma, Peacebuilding and Development: An Africa Region Perspective," Mike Wessells. (Found on line. Google the title)
6. *Strategic Peacebuilding*, Schirch, L. Good Books, Intercourse, Penna. 2004 (EMU Bookstore and/or purchased from Maria Hoover at CJP.)
7. *My Neighbor, My Enemy: Justice and Community in the Aftermath of Mass Atrocity*. Eric Stover and Harvey M. Weinstein (eds.), Cambridge University Press, 2004.
8. *Cultural Trauma and Collective Identity*. Jeffrey C. Alexander, Ron Eyerman, Bernhard Giesen, Neil J. Smelser and Pitr Sztopmk. University of California Press, 2004.
9. *Rethinking Reconciliation: Concepts, Methods, and an Empirical Study of Truth Telling and Psychological Health in Rwanda*. Karen Brouneus, Uppsala University Report 81, 2008. (Articles from this book will be handed out in class.)
10. *Beyond Trauma*. Kebler, R., Figely C, Gersons B, eds. New York: Plenum, 1995. (Book in my office.)
11. *Amnesty after Atrocity? Healing Nations after Genocide and War Crimes*. Helena Cobban. Paradigm Publishers 2007. (Articles from this book will be handed out in class.)
12. *The Israeli-Palestinian Truth, Justice and Reconciliation Initiative*. Dr. Sami Adwan and Dan Bar on, Peace Research Institute in the Middle East. (Articles handed out in class)
13. 'Where Do I Begin' When 'Peace Is Not the Real Goal'? *Exploring Trauma and Knowledge in Conflict and Post-Conflict Narratives*. Siobhan McEvoy-Levy, Dept. Political Science, Butler University. (Article available from professor)
14. *Toward Better Peacebuilding Practice: On Lessons Learned, Evaluation Practices and Aid & Conflict*. Tongeren, P. and Galama, A. European Centre for Conflict Prevention. 2002. (In my office)
15. *The Role of Identity Construction in Promoting Reconciliation*. Donna Hicks. In "Forgiveness and Reconciliation," Helmick, R. and Peterson, R. eds. Templeton Foundation Press, 2001.
16. *Toward Understanding Pukhtoon Jirga*. Yousufzai, H. and Gohar, A. 2005 (In my office)
17. *From Reaction to Prevention: Civil Society Forging Partnerships to Prevent Violent Conflict and Build Peace*. Conference Report United Nations GPPAC Conference. July 2005. (Copies in my office.)
18. *Forced Migration and Mental Health: Rethinking Care for Refugees and Displaced Persons*. (Ed. D. Ingleby), New York, Springer 2005. (A copy in my office)
19. *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Violence*. Douglas P. Fry. Oxford University Press 2006. (Copy in my office)
20. *Trauma and Transitional Justice in Divided Societies*. Judy Barsalou, Special Report No. 135, April 2005, United States Institute of Peace.
<http://www.usip.org/pubgs/specialreports/sr135.html>

21. *Training to help Traumatized Populations*, Judy Barsalou, Special Report No. 79.
<http://www.usip.org/pubgs/special-reports/sr79.html>

Books/articles in numbers 1, 2, 3, 4, 5 and 6 (above) are core texts for this course and can be purchased in the EMU Bookstore, found on line or Blackboard. Other articles will be handed out in class, found on Blackboard or in my office.

Course Requirements

1. **Full participation in each class.** Regular attendance is therefore essential
2. **Reading all assigned material.** Total pages read will be between 1,000 and 1,500 for those persons taking the course for credit.
3. **Written assignments:** (1) Write a “reflective essay” of 6-8 pages. The purpose of this essay is to put into your own words insights from the readings and class discussion. This paper is due the last day of class. (2) Write three separate literature reviews of 3 pages each. These reviews will start with a paragraph or two describing the content of the book or article and followed by your critical thinking on the subject matter. One book or article can be drawn from the list on your syllabus, the other two books or articles you will need to find in the Library or on-line. (3) A final research paper will be due by December 14, 2010. This paper should be 20 to 30 pages long and address the application of the understanding between trauma healing, justice and peacebuilding in a real world context—preferably the students own context. (4) Alternatively, a training manual, media or high quality art project will fulfill the requirement.

Course Evaluation (graduate credit only)

Literature Reviews: 15%
Research Paper: 30%
Reflective Essays: 20%
Individual and/or group presentations: 15%
Class Participation: 20%

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 7/10

Evaluation, writing guidelines, miscellaneous

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see 2nd page). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see *student handbook* or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2010-11 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s. A GPA of 3 is the minimum requirement for graduation.

If you have received services in the past related to a *learning disability* or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

Course extensions and outstanding grades

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Writing Standards –Graduate Level (Grid Version)

<u>Criteria</u>	A excellent	B minimal expectations	C below expectations	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				<u>Grade</u>

*Approved by University Faculty
April 28, 2004*

*Revised by the Writing Committee April 2008;
Updated March 2009*